

# Waterloo Catholic District School Board

## Student Information Sheet

**School:** St. David Catholic Secondary School

**Department and Grade:** Health and Physical Education

**Ministry Document:** Student Information Sheet

**Course Title:** Exercise Science

**Course Type:** University Prep.

**Grade:** 12

**Course Code:** PSE 4UI

**Credit:** 1

**Prerequisite:** Any Gr.11 university/college prep. Course in science or any Gr11 or 12 open course in PE (recommended)

### Course Description:

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. This course prepares students for university programs in physical education, nursing, sports medicine, health sciences, physiotherapy, occupational therapy, kinesiology and sports administration.

### How This Course Supports Expectations for the Catholic School Graduate:

The Exercise Science course challenges students to understand the importance of human movement and factors that effect the development of all humans. Students work as interdependent team members to critically understand material and present it to their peers. Students will show initiative and leadership in the development of projects and activities for youth. This will challenge students to be sensitive to others and accept that each individual is a gift from God with something to offer. Christian beliefs will be reinforced as students analyze the relationship of society and culture in sport. In identifying issues in society related to sport, such as violence, cheating, exploitation and equality, they will examine their morals and values as a person formed in Catholic traditions. Students will accept accountability for themselves and their actions as they set and achieve goals. Class debates and discussions will contribute to the understanding and acceptance of others and of other's ideas and opinions.

## Overall Expectations for Student Learning:

Throughout this course, students will be expected to demonstrate knowledge, skills and values related to the following Strands:

### **The Biological Basis of Movement**

- describe the structure and function of the body and of physiological principles relating to human performance
- demonstrate an understanding of biomechanical principles related to improving movement
- demonstrate an understanding of the ways in which nutrition and training principles affect human performance

### **Motor Development**

- demonstrate an understanding of individual differences in performance, growth and development
- demonstrate an understanding of the principles of motor learning

### **Physical Activity and Sports in Society**

- describe the evolution of physical activity and sports
- analyze the relationship of society and culture to sports and physical activity

## Expectations Re: Learning Skills:

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of achievement.

### There are 6 Learning Skills and Work Habits:

- **Responsibility**
- **Organization**
- **Independent Work**
- **Collaboration**
- **Initiative**
- **Self-Regulation**

These skills and work habits will be clearly communicated to students and will be reported separately from student achievement of the curriculum expectations. Although learning skills have a significant impact (positive or negative) on achievement, the evaluation of the learning skills will not be included in the determination of the student's percentage grade. In rare cases, for example in the health and physical education curriculum or with the mathematics process expectations, it is *not* possible to separate the evaluation of the learning skills and work habits from the evaluation of a student's achievement of a curriculum expectation. In these cases, teachers need to clearly identify the focus of such curriculum expectations and the evidence that will be collected to assess and evaluate student achievement.

For students on an Individual Education Plan, assessment and evaluation of learning skills and work habits must be based on the identified strengths and needs in the student's Individual Education Plan.

## School Dept and policies...

Instances of late and missed assignments, cheating and plagiarism will follow the Board's Assessment and Evaluation policy as outlined in APC 017: [http://www.wcdsb.ca/ap\\_memos/PDF/APC017.pdf](http://www.wcdsb.ca/ap_memos/PDF/APC017.pdf)

## Supports for Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

## Course Breakdown and Assessment and Evaluation Strategies:

Strand/Unit Title	Possible Assessment and Evaluation Strategies
<p><b>Anatomy and Physiology:</b></p> <p>Anatomical terminology                      Other Body System Relationships            Skeletal System                                Acute/Chronic Effects on the Body            Muscular System                              Environmental Conditions &amp; Exercise            Energy Systems</p>	<p>Performance Rubrics, Tests, Teacher Observation, Self Evaluation, Labs, Dissection</p>
<p><b>Biomechanics &amp; Human Performance:</b></p> <p>Laws of Physics Related to Movement    Nutrition For the Athlete            Biomechanical Principles                Performance Enhancing Methods            Analyze Human Performance            Training Methods            Fitness Programs</p>	<p>Labs, Skill Analysis Video Presentation, Wilfrid Laurier Lab Assignment, Tests, Performance Rubrics, Teacher Observation, Self Evaluation, Portfolio</p>
<p><b>Motor Development:</b></p> <p>Stages of Development                      Phases of Skill Development            Activity Design                                Skill Acquisition Process                Sport Psychology                Teaching A Skill</p>	<p>Performance Rubrics, Tests, Teacher Observation, Self Assessment and Evaluation, Teacher Conferencing, Feeder School Assignment</p>
<p><b>Physical Activity and Sports in Society:</b></p> <p>Historical Development of Physical Activity and Sport            Issues in Sport                                The Business of Sport            Participation in Physical Activity        Sport Consumerism                Social &amp; Cultural Aspects of Sport                Community &amp; School Programs                Career Opportunities                Canadian Athletes</p>	<p>Performance Rubrics, Tests, Teacher Observation, Self Assessment and Evaluation, Teacher Conferencing, Independent Study Unit, Job Shadow, Field Trip, Career Fair</p>
<p><b>Final Evaluation:</b></p>	<p>Pen and Paper Exam, Portfolio Review, Teacher Conferencing</p>

## Key Dates, Special Events and Additional Considerations:

\*Refer to school specific class schedule

## Teaching and Learning Strategies:

A variety of teaching strategies will be used throughout this course in order to provide students with multiple learning activities:

Issue-Based Analysis	Research
Journal/Learning Log	Sketching to Learn
Brainstorming	Think/Pair/Share
Observation	KWL
Case Study	Cope
Classifying	Goal Setting
Collaborative/Co-operative Learning	Question Matrix
Directed Reading-Thinking Activity (DRTA)	Lab Activities
Field Trip	Issue Based Analysis
Guest Speaker	Four Way Recording and Reporting
Guided Reading	Editorial Analysis
Independent Study	Conferencing
Inquiry	Demonstration
Interview	Lecture
Jigsaw/Expert Groups	Peer Teaching
Community Resource Investigation	Problem Posing
Learning Centres	Role Playing
Direct Instruction	Reciprocal Teaching
Media Investigations	

## Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following:

Categories of Knowledge, Skills and Values	Weighting (%)	
	Term Evaluation	Final Evaluation
* Knowledge	30 %	30%
* Thinking and Inquiry	20%	20%
* Communication	20%	20%
* Application	30%	30%
<b>Breakdown of Final Mark</b>	<b>70%</b>	<b>30%</b>

## Learning Resources:

Students will be required to have an up to date notebook. The students will utilize a variety of text, library, and computer and community resources throughout various aspects of the curriculum.